NTeQ Lesson Plan

**Lesson Title**: Plants and Animals During Four Seasons **Subject Area**: Science

**Grade Level**: Kindergarten

**Lesson Summary**

For this activity the students will investigate how trees change and animals behave during four seasons. Students will be work with their table mates as a learning team. Together they will investigate and create a graphic organizer to display their findings from watching short videos via BrainPOP Jr. Each team will also create a video, including characteristics of each individual season, using their iPad. At the end, each team will put their classmates to the test by showing their videos and having their classmates guess which season is being describing.

**Learning Objectives**

By the end of this lesson, students will be able to identify how plants and animals react during spring, summer, fall, and winter.

**Standards**

Technology:

* NETS.2.d contribute to project teams to produce original works or solve problems
* NETS.4.b Plan and manage activities to develop a solution or complete a project
* NETS.6.b Select and use applications effectively and productively

National:

* GLE.K.Sci.4Ecoysystems.1.A.a describe how the seasons affect the behavior of plants and animals

State:

* Show-MeStandard.Science Students in Missouri public schools will acquire a solid foundation which includes knowledge of changes in ecosystems and interactions of organisms with their environments.

**Materials**

* Smart Board
* 5 iPads (one per learning team)
* 5 pieces of poster board
* crayons
* pencils
* BrainPOP Jr. subscription

**Problem**

How do trees and animals react to the changes in our climate during spring, summer, fall, and winter?

**Graphic Organizer**

I have found four videos on BrainPOP Jr., called “Spring”, “Summer”, “Fall”, and “Winter”. Here is the link to website, <http://www.brainpopjr.com/>. We have a subscription as a school. I plan to divide my students up based upon their table, these five groups are called, “Learning Teams”. Each team will be given a poster board with the following graphic organizer on it.

Summer

Spring

Winter

Fall

Following each BrainPOP Jr. video, shown on the Smart Board, the teams will illustrate the season as they learned. They will need to include both plants and animals in each season box. For example, in Spring flowers grow and animals start running around again. I will walk from team to team answering questions, but also asking questions about the video and what and why they are including in their illustrations.

Note: I have chosen for the students to draw instead of write because they can get more thoughts across since they are just learning to spell. They are welcome to include words if they choose.

**Multimedia**

After completing the graphic organizer for a specific season, students will create a video listing 3 things about that season without revealing the season itself. For example, “This season is cold, bears hibernate, and trees don’t have leaves.” (Short and sweet, they are in kindergarten after all.) Each team has 4 group members, so each student should have an opportunity to be in front of the camera. A teammate of theirs will be in charge of operating the iPad to create the video. They have operated the video application before, so only a little bit of help they may need from myself. However, if they do need help, I will provide it.

**Problem-Solving Applications**

After completing the graphic organizer with four seasons and four short videos are recorded each team will present their videos to the class and other teams will guess the season.

**Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 3 | 2 | 1 |
| Graphic Organizer | Team included at least one example of plants and animals in season illustrations 4/4 times. | Team included at least one example of plants and animals in season illustrations ¾ times. | Team included at least one example of plants and animals in season illustrations 2/4 times. |
| Video Creation | Team provided 3 examples without giving season name 4/4 times. | Team provided 3 examples without giving season name ¾ times. | Team provided 3 examples without giving season name 2/4 times. |
| Problem Solving | Team actively participated presentations and guessing. | Team participated half the time during presentations and guessing. | Team paid little attention during video presentations and guessing. |

Goal: 9 points.

I will document these rubrics and refer to them when planning the next team learning activity.

**Citations**

(n.d). Fall [Video file]. Retrieved from BrainPOP Jr. website: http://www.brainpopjr.com/science/weather/fall/

iste.nets. (2007). Retrieved from http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2

Science Grade Level Expectations. (2008). Retrieved from http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-sc-gle-k-5-1108.pdf

(n.d). Spring [Video file]. Retrieved from BrainPOP Jr. website: http://www.brainpopjr.com/science/weather/spring/

(n.d). Summer [Video file]. Retrieved from BrainPOP Jr. website: http://www.brainpopjr.com/science/weather/summer/

The Show-Me Standards. (2009). Retrieved from http://dese.mo.gov/standards/documents/Show\_Me\_Standards\_Placemat.pdf

(n.d). Winter [Video file]. Retrieved from BrainPOP Jr. website: http://www.brainpopjr.com/science/weather/winter/